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ABSTRACT

High attrition rate and under representation of educationally disadvantaged youth in vocational education programs were the policy issues behind the development and piloting of the Consolidated Services Demonstration Project in seven California high schools. The three-year project sought to integrate the separated programs for compensatory, vocational, and career education, thus making the curriculum and secondary school experiences of disadvantaged youth more relevant and cogent. Program objectives included the following: (1) improvement of basic skills; (2) generation of positive attitudes; (3) development of career and occupational competencies; (4) generation of cooperation and understanding between career education and vocational education administrations and staffs; (5) increase in parent and community involvement and awareness; and (6) integration of career education and vocational education programs and services. A summative evaluation was conducted to assess the impact of project objectives. Data were collected by pre/post achievement test data provided by two of the schools strongly suggested significant changes in achievement levels over the project period. (Specific results are provided for each objective.) (BM)

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SUMMARY REPORT OF THE AUDIT OF AN
EVALUATION OF THE CONSOLIDATED
SERVICES DEMONSTRATION PROJECT

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Background

The high attrition rate and the under representation of educationally disadvantaged youth in vocational education programs were the policy issues behind the development and piloting of the Consolidated Services Demonstration Project in seven California school districts during the period 1975-78. Initiated by the California State Department of Education, the project sought to integrate the separated programs for compensatory, vocational, and career education, thus making the curriculum and secondary school experiences of disadvantaged youth more relevant and cogent.

From an initial set of 30 volunteer school sites, seven were selected for the 3 year project:

Alisal High School, Salinas
Bill Gardens High School, Montebello
Edison High School, Fresno
Lincoln High School, San Diego
Oxnard High School, Oxnard
Santa Cruz High School, Santa Cruz
Sunnyvale High School, Sunnyvale

Minimum criteria for selection included at least a \$50,000 Title I or SB 90 project. Participant school sites received additional funding in VEA funds to set up a program of coordinated Vocational, Compensatory, Career Education services for the identified educationally disadvantaged youth enrolled. Specifically, the goals of such a coordinated program were to:

1. Increase the incidence of coordinated planning of career, vocational, and compensatory education programs at each school site;
2. Increase the incidence of coordinated vocational, career, and compensatory education programs;
3. Increase the incidence of coordinated instruction in career, vocational, and compensatory education classrooms; and

4. Increase the incidence of perceived coordination among state compensatory, vocational, and career education field services.

In addition, each of the schools generated program objects which, while developed independently at each site, could be generalized into the following six program objectives:

1. Improve basic education skills;
2. Generate positive attitudes;
3. Develop career and occupational competencies;
4. Generate cooperation and understanding between career education and vocational education administrations and staffs;
5. Increase parent and community involvement and awareness; and
6. Integrate career education and vocational education programs and services.

Under the general umbrella of the four goals articulated by the state, each school site was free to develop a specific program which met the needs and requirements of the school and its population. As a result, seven different programs were operated at each school site over the 3 year project-period: 1,372 students were served by the project in 1975-76. The second year 2,528 were served. During the third year, 1977-78, 2,395 students were served. Three hundred and fifty students participated in the project over the entire 3 year period. Fifty-four percent of those students served over the 3 year period were male; and 44% were LES/NES students. The remaining 96% were fluent English speakers.

A formative evaluation of the project was conducted and reported on during 1976, the first year of the project. This evaluation, conducted by the office of the Los Angeles County Superintendent of Schools,

revealed substantial evidence that the process objectives of the project, increased incidence of coordinated planning and programming, were being implemented in the project sites. One of the recommendations growing out of the report of that formative evaluation was the need to conduct a more comprehensive, impact evaluation. This report is a summary of that impact evaluation.

Methodology

Pre- and Post-Test Reading and Mathematics achievement data were collected for two project sites for student participants. Post-test only achievement data were collected for the remaining five project sites. Instrumentation used was the California Test of Basic Skills (CTBS). No gain scores were inferred.

To assess the process objectives articulated for the project, interview schedules and data collection procedures were utilized extensively with student, staff, and administrative participants. The data resulting from these data collection procedures are without comparison to a control or referent group. Data are compared among and between schools and some inferences are made in terms of absolute criteria.

Attitudes of participants were assessed using a Subject Preference scale toward Reading, Mathematics, and Vocational Education programs. In addition, a student survey was utilized to collect information on student motivation toward school and self-improvement. No control group comparative data were available.

Results

The results of this evaluation will be discussed by objective:

Pupil Achievement

Two schools reported pre-post test achievement data for Reading, Language, and Mathematics. Alisal reported mean change scores for all three subject areas which were significant at the .001 level of confidence. Santa Cruz reported mean change scores for Reading and Mathematics, both of which were significant change scores at the .001 level.

Five schools reported grades in Remedial Reading and Mathematics for those students also enrolled in vocational education courses (Table 1). For all 3 years in both subjects, the mean grades were above 2.0 (2.0 = C). The project year 1977-78, for example, the mean grades for reading and mathematics were 2.44 and 2.11, respectively. Given the population served by the project, this C-plus grade average for the group suggests commendable results for the remedial instruction module. While no direct connection exists between the remedial instruction and the vocational education courses, the data does suggest that the coordinated program may be interacting in some way to encourage pupil achievement.

Pupil Attitude

A Subject Preference Scale was developed to assess pupil attitude/perception toward components of the project: Reading, Mathematics, and Vocational Education. Using a six category semantic differential format with bi-polar descriptors, students indicated the strength of their attitude toward each of the three components.

For reading, the results across all schools for all grades suggest that the attitudes/perceptions of the participants toward this component are high, favorable (Table 2). Seventy-seven percent reported that Reading as presented to them was Good, 75% reported it was Meaningful, only 44% indicated it was Simple, 89% felt it was Important, 82% reported it to be Useful, and 63% reported the Reading instruction Clear. These rather high, favorable expressed attitudes toward Reading suggest that the Reading component was successful in generating positive attitudes among the project

TABLE 1

REMEDIAL INSTRUCTION WITH VOCATIONAL EDUCATION GRADE BY SCHOOL

REMEDIAL READING

SCHOOL	1975-76 GRADE	N=	1976-77 GRADE	N=	1977-78 GRADE	N=
ALISAL	2.40	10	2.38	74	2.40	119
SANTA CRUZ	2.57	21	2.50	20	2.11	18
LINCOLN	2.55	64	2.66	105	2.68	60
OXNARD	2.64	11	2.56	36	2.37	95
SUNNYVALE	2.86	14	2.36	14	2.69	13
<u>TOTAL</u>	2.58	120	2.53	249	2.44	305

REMEDIAL MATHEMATICS

SCHOOL	1975-76 GRADE	N=	1976-77 GRADE	N=	1977-78 GRADE	N=
ALISAL	2.14	7	2.33	9	2.20	25
SANTA CRUZ	2.16	18	2.11	18	2.03	29
LINCOLN	2.51	69	2.71	28	4.00	2
OXNARD	-	-	-	-	2.00	6
SUNNYVALE	2.00	8	2.00	1	1.77	9
<u>TOTAL</u>	2.38	102	2.45	56	2.11	71

REMEDIAL READING AND MATHEMATICS

SCHOOL	1975-76 GRADE	N=	1976-77 GRADE	N=	1977-78 GRADE	N=
ALISAL	2.10	49	2.00	136	2.16	165
SANTA CRUZ	2.25	28	2.23	13	2.00	23
LINCOLN	2.51	43	2.60	117	2.40	60
OXNARD	2.22	49	2.12	107	2.67	75
SUNNYVALE	3.00	2	2.67	3	2.00	5
<u>TOTAL</u>	2.28	171	2.34	376	2.22	328

TABLE 2

SUBJECT PREFERENCE SCALE

NAME: Total of Post-Test Groups N=636 GRADE: _____
 SCHOOL: _____ DATE: _____

PERCENTAGESMEANREADING

2.2 GOOD: 52 : 15 : 10 : 13 : 4 : 3 : 3 : BAD
 5.3 MEANINGLESS: 7 : 4 : 4 : 10 : 10 : 17 : 48 : MEANINGFUL
 4.5 COMPLEX: 9 : 5 : 13 : 29 : 11 : 9 : 24 : SIMPLE
 1.8 IMPORTANT: 66 : 13 : 10 : 5 : 3 : 1 : 1 : UNIMPORTANT
 5.9 USELESS: 6 : 3 : 3 : 6 : 8 : 13 : 61 : USEFUL
 2.8 CLEAR: 36 : 15 : 12 : 21 : 6 : 4 : 6 : CONFUSING

MATHEMATICS

3.5 CLEAR: 27 : 11 : 14 : 18 : 9 : 5 : 16 : CONFUSING
 6.0 UNIMPORTANT: 5 : 2 : 3 : 7 : 7 : 11 : 65 : IMPORTANT
 1.9 USEFUL: 64 : 15 : 9 : 5 : 2 : 2 : 3 : USELESS
 3.7 COMPLEX: 17 : 12 : 14 : 29 : 8 : 7 : 13 : SIMPLE
 2.2 MEANINGFUL: 51 : 18 : 11 : 12 : 2 : 3 : 3 : MEANINGLESS
 5.9 BAD: 3 : 1 : 4 : 12 : 10 : 18 : 52 : GOOD

VOCATIONAL EDUCATION

3.2 SIMPLE: 29 : 15 : 10 : 24 : 7 : 5 : 10 : COMPLEX
 2.1 USEFUL: 57 : 13 : 10 : 11 : 3 : 3 : 3 : USELESS
 5.0 CONFUSING: 8 : 2 : 8 : 21 : 14 : 15 : 32 : CLEAR
 5.7 UNIMPORTANT: 4 : 3 : 4 : 13 : 12 : 13 : 51 : IMPORTANT
 2.3 MEANINGFUL: 48 : 16 : 13 : 16 : 4 : 1 : 2 : MEANINGLESS
 2.1 GOOD: 54 : 15 : 9 : 17 : 3 : 1 : 1 : BAD

participants. The post-test only quality of the data must temper such a conclusion since the attitudes and perceptions of the participants toward Reading prior to the project are unknown. However, the attitudes of educationally disadvantaged students toward Reading are traditionally reported as low, unfavorable. The magnitude to the high, favorable attitudes of the project participants suggests the success of this component.

The attitudes toward the Mathematics component were equally favorable, with high percentages of the participants indicating that Mathematics was Good, Meaningful, and Important. In contrast to Reading, a larger percentage of respondents reported Mathematics to be Complex and Confusing, 42% and 48% respectively.

The Vocational Education component received similar, favorable reported attitudes/perceptions, with 80% reporting that this component was viewed as Useful, 76% reported it as Important, and 77% indicated it was Meaningful. A full 73% viewed Vocational Education as Good.

For all three components, the assessed attitudes and perceptions of the participants suggest that the programs as planned and implemented at the seven sites were generating high, favorable opinions among the participants.

A Student Survey instrument was developed to assess participant perception of the student-teacher, student-student interaction in the project classroom and to assess the level of motivation and/or attitudes toward learning of the participants. A 52 item Likert-like format questionnaire was administered to 825 participants in all seven sites during the third year of the project. Table 3 displays the data collected for all schools across all grades. For the subcategory dealing with teacher-student relationships and interaction, six of the 21 items in this category were rated by the participants in such a way as to indicate strong, positive perceptions of their teacher-student relationship. For the subcategory dealing

TABLE 3
STUDENT SURVEY

NAME: ACROSS ALL SCHOOLS N=828 GRADE: _____
SCHOOL: _____ DATE: _____

<u>SCORED IN PERCENTAGES</u>	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I hate having to do homework.	17	37	42	4
I do my best in school because I can get ahead in the world with a good education.	28	50	20	2
Students here are not as friendly as in other schools.	5	17	55	23
Most of my teachers seem interested in the things I do outside of school.	6	26	52	16
In most of my classes, I have the opportunity to choose assignments which are most interesting to me.	5	25	53	17
I would rather play a game that I already know than learn a new one.	4	16	53	27
I enjoy working on class projects with other students.	22	63	12	3
Most of my teachers do not allow students much choice in what they study in class.	17	49	30	4
Each morning I look forward to coming to school.	12	46	32	10
My teachers are interested in what I have to say.	8	59	28	5
School is a good place for making friends.	32	59	7	2
Most of my teachers seem personally concerned about me.	6	41	46	7
It is clear to me why I shouldn't drop out of school.	42	37	13	8

TABLE 3 (cont.)

<u>SCORED IN PERCENTAGES</u>	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I think most of my teachers are fair to me.	19	66	12	3
I don't usually enjoy working on puzzles and trying to solve different problems.	4	30	48	17
Most of my teachers don't try very hard to understand young people.	8	30	53	9
I enjoy learning in school more than learning on my own.	15	52	25	8
My teachers don't allow me to be as creative as I am able to be.	7	29	55	9
I really like most of the kids at this school.	20	60	17	3
I like the challenge of a difficult assignment.	7	44	40	9
Most of my teachers do not recognize my right to a different opinion.	8	35	50	7
I find it difficult to start working on my assignments until they are almost due.	12	44	34	10
I enjoy talking to many of my teachers after class.	8	42	44	6
Skipping school whenever I can doesn't really bother me.	5	23	46	26
Even if I wanted to join certain groups here at school, I just wouldn't be accepted.	6	18	58	18
Most of my teachers are critical of the way young people dress or talk.	8	31	48	13
It isn't difficult for a new student to find friends here.	18	54	21	7

TABLE 3 (cont.)

SCORED IN PERCENTAGES	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Most of my teachers are still fair with me as a person even when I've done poorly on my school work.	18	63	16	3
There are other reasons for going to school besides just learning.	28	56	12	4
School is important to me because I find many of the things I learn are useful outside of school.	36	53	9	2
Many of my teachers are often impatient.	7	39	50	4
School is just a place to keep kids off the street.	5	19	50	25
There are important subjects not taught in school now which I would be interested in taking if they were offered.	18	50	28	4
Most of my teachers make it clear about how much the students can "get away with" in class.	12	60	21	7
There are enough different groups here at school for any type of student to find friends.	18	64	15	3
I try to do good work in my classes, because you never know when the information will be useful.	26	62	10	2
Teachers are usually the friendliest with the bright students.	24	38	32	6
My favorite classes are those in which I learn the most.	25	52	21	2
Most of my teachers are too concerned with discipline sometimes.	9	46	40	5

TABLE 3 (cont.)

SCORED IN PERCENTAGES	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
There are many closed groups of students here.	11	54	31	4
Most of my teachers like working with young people.	15	67	16	2
It is difficult for me to see my education as a stepping stone to future success.	8	34	40	18
Sometimes I just can't put a book down until I'm finished with it.	15	39	38	8
Most of my teachers just don't care about students if they're not going to college.	6	23	55	16
I usually don't do more school work than what is assigned.	8	59	30	3
Most of my teachers will discuss any changes made to my grade.	10	65	21	4
If I had a choice, I wouldn't go to school at all.	5	12	50	33
Most of the teachers at my school cannot control their classes.	7	25	57	11
If school was more related to the skills I'll need after I graduate, I might be more interested.	25	55	18	2
Occasionally I have discovered things on my own that were related to some of my school subjects.	12	67	19	2
Many of my teachers have "pets."	23	44	27	6

with student-student relationships and interactions, the respondents rated seven out of eight categorical items indicating strong and positive perceptions of those relationships. For the subcategory of items associated with student attitude toward learning, 13 of the 23 items were rated in such a way as to demonstrate high motivation and positive attitudes toward learning.

The combination of the Student Survey results and the high, favorable reports from the Subject Preference Scale suggest that the Consolidated Services Demonstration Project is having a positive impact on the attitudes of the participants and thus the project could be considered successful in this very important area.

Coordinated Planning and Programming

Program administrators in each of the seven project sites were administered a standardized interview to assess the degree to which the process and procedural goals were implemented in the project sites (Table 3A).

The interviewees were asked, "Briefly, how would you describe the Consolidated Services Demonstration Project at this school?" During the description the following components were mentioned and were considered part of the program at that site. The data includes all schools. The responses were: 86% mentioned and therefore had incorporated into the programs Curriculum Integration; 67% thought Cooperation of Staff Planning was part of the program; only 19% had Community Advisory Groups involved; 50% worked on Program Planning; Staff In-Service was part of 50% of the respondents' programs; only 22% made Use of Community Resources; 47% had Counseling and Support Services involved; Work Experience and Placement was mentioned by 42% of those interviewed.

Secondly, the participants in the interviewing were asked, "What changes have occurred in the following areas as a result of the Project?" Forty-four percent (44%) replied there had been a change in the Community Advisory Groups; 83% reported changes in Program

TABLE 3A

INTERVIEWEE: ALL SCHOOLS N=36 DATE: _____
 POSITION: _____ DISTRICT: _____
 INTERVIEWER: _____

SCORES REPORTED IN PERCENTAGES

Breifly, how would you describe the Consolidated Services Demonstration Project at this school?

		<u>% MENTIONED</u>	
		<u>YES</u>	<u>NO</u>
A.	Curriculum	86	14
B.	Cooperation Staff Planning	67	33
C.	Community Advisory Groups	19	81
D.	Program Planning	50	50
E.	Staff In-Service	36	64
F.	Faculty/Staff Planning	50	50
G.	Use of Community Resources	22	78
H.	Counseling and Support Services	47	53
I.	Work Experience and Placement	42	58
J.	Other	14	86

What changes have occurred in the following areas as a result of the project?

		<u>N/A</u>	<u>Positive Change</u>	<u>Don't Know</u>	<u>No Change</u>
A.	Community Advisory Groups	3	44	33	19
	Give example:				
B.	Program Planning	6	83	8	3
	Give example:				

Planning and Staff In-Service; 75% felt changes had taken place in Faculty/ Staff Planning; 53% reported changes in the Use of Community Resources; 56% saw changes in the Counseling and Support Services; 40% thought changes had occurred in Work Experience and Placement.

Thirdly, the interviewees were asked, "In what ways have the curriculum contents of the C.E. and V.E. programs been coordinated or integrated?" They were asked to be as specific as possible and cite examples. Thirty-three percent (33%) responded that Joint Staff Planning had occurred; with 42% occurring in Reading, 58% occurring in Mathematics, and 8% in Other areas; 22% reported integration in Team Teaching of Reading, 14% felt there had been integration of Team Teaching in Mathematics, and 3% felt there had been work in Other areas.

The interviewees were asked five specific questions to be responded to at length. The responses were analyzed to determine the main idea presented. These main ideas are reported in outline below:

Question 4 of the the Interview Schedule; "As of today, what aspects of the project have been incorporated into your school's local C.E./V.E. program?" The main topics mentioned were: Materials in specific classes; staff in-service; VTR studio operational; career center operational and job placement. The second part of Question 4 was; "As of today, what aspects of the project will be incorporated into your school's local C.E./V.E. program next year?" The responses were: continuance of the program; use of aides; material development; career center; career infusion; and individualization.

Question 5 of the Interview Schedule; "What is the most significant direct benefit to students resulting from the project?" Topics presented were: relevancy of basic skills to life's work; cooperation between staff members; developed positive attitudes; job placement; and job awareness.

Question 6 of the Interview Schedule; "What is the most significant direct benefit to the staff resulting from the project?" The majority responded: staff development, awareness, and cooperation.

Question 7 of the Interview Schedule asked; "What is the most significant direct benefit to you resulting from the project?" The responses varied greatly with this question. Some of the ideas were: being able to bring about change within the school; changed attitudes; support of my work by other staff members; and, being able to motivate students in career education.

Question 8 of the Interview Schedule asked; "What aspect of the project could be improved? How?" The main topics will be presented with the change methodology following: incorporating more staff into the program -- through in-service; more community contact -- bringing community and resources directly into the school; allow more placement of students -- increase staff; consistent V.E contact -- State Department provide support; and, better administration -- single person administrator.

One of the coordination process goals of the project was the increase of remedial instruction in Reading and Mathematics for project students. Table 4 displays the percentage of pupils over the 3 year project period who were involved in remedial instruction in one or both Reading and Mathematics. The decreasing percent of the total enrollees strongly suggests the impact of the remedial program. Enrollment in the remedial programs brings about a reduction in the need for remedial instruction.

In addition to the goal of increased remedial instruction, a second process goal was the increased incidence of coordinated guidance and counseling services for the project participants. Table 4 displays the incidence of guidance and counseling over the 3 year program. The high percentage of students receiving guidance and counseling services over each of the 3 years attests to the success of this module of the project.

Additional process of procedural goals for the project involved the participation of students in prevocational education programs, the establishment of career awareness programs involving the community and parents, and the operations of career centers to stimulate coordination among the career and vocational education staffs.

TABLE 4

NUMBER AND PERCENTAGE OF STUDENTS IN THE VOCATIONAL EDUCATION PROGRAM
RECEIVING REMEDIAL INSTRUCTION AND GUIDANCE AND COUNSELING

	N = 3					
Program	1975-76 N = %		1976-77 N = %		1977-78 N = %	
Remedial Instruction						
Reading	33	9	77	22	50	14
Mathematics	23	7	8	2	7	2
Both	270	77	81	23	30	9
Guidance and Counseling						
Vocational	285	81	344	98	321	92
Bilingual	23	7	19	5	0	0
Career	316	90	258	74	246	70
Academic	256	73	317	91	320	91

Tables 5-8 display the incidence of each of these procedures at each school site. While all components of these process goals were not fully implemented in each of the project sites, the overall effect is that at least five of the seven project sites operated at a minimum one of the career/vocational programs. Alisal, Edison, and Lincoln Schools, in particular, operated two of the three components.

One of the outcome goals articulated for the project was increased occupational competency for the project participants. The list of selected programs and the accompanying mean option grade suggest in some ways the success of the project in stimulating a larger view of occupational possibilities among the participants (Table 9). The fact that the mean grades for students for either of their choice options was above 2.00 (2.00 = C) reflects the developing occupational competence of the participants. It is interesting to note that the most frequently chosen options were Comprehensive Homemaking, Office Occupations, and Trades and Industry. Technical occupations was also a frequently chosen option.

TABLE 5

PERCENTAGE OF STUDENTS HAVING CAREER AWARENESS PROGRAMS

SCHOOL	1975-76	1976-77	1977-78
ALISAL	100	94	85
BELL GARDENS	-0-	-0-	-0-
EDISON	100	100	98
LINCOLN	80	47	26
OXNARD	1	4	14
SANTA CRUZ	-0-	-0-	-0-
SUNNYVALE	-0-	35	-0-
TOTAL	62	41	45

Reported in percentages.

TABLE 6

PERCENTAGE OF STUDENTS WITH PRE-VOCATIONAL EDUCATION

SCHOOL	1975-76	1976-77	1977-78
ALISAL	100	95	82
BELL GARDENS	-	77	-
EDISON	-0-	-0-	-0-
LINCOLN	99	71	93
OXANRD	-0-	-0-	-0-
SANTA CRUZ	99	100	100
SUNNYVALE	15	-0-	-0-
TOTAL	61	54	46

Reported in percentages.

TABLE 7

TOTAL STUDENTS IN VOCATIONAL INSTRUCTION EDUCATION PROGRAM

SCHOOL	1975-76	1976-77	1977-78	TOTAL STUDENTS SERVED
ALISAL	95	418	757	838
BELL GARDENS	N/A	441	N/A	441
EDISON	248	250	238	339
LINCOLN	632	744	348	1206
OXNARD	247	518	803	819
SANTA CRUZ	119	108	155	294
SUNNYVALE	33	49	94	94
TOTAL BY YEAR	1374	2528	2395	4031

TABLE 8

PERCENTAGE OF STUDENTS WITH CAREER CENTER ACTIVITIES

SCHOOL	1975-76	1976-77	1977-78
ALISAL	100	99	99
BELL GARDENS	-0-	-0-	-0-
EDISON	100	100	98
LINCOLN	80	46	29
OXNARD	2	4	41
SANTA CRUZ	-0-	-0-	-0-
SUNNYVALE	-0-	55	-0-
TOTAL	62	42	59

Reported in percentages.

TABLE 9
PROGRAMS SELECTED BY STUDENTS IN VOCATIONAL EDUCATION
INSTRUCTION PROGRAM BY SCHOOL*

ACROSS ALL SCHOOLS			
PROGRAM	1975-76 %	1976-77 %	1977-78 %
AGRICULTURE	5	7	11
DISTRIBUTION AND MARKETING	8	6	9
HEALTH OCCUPATIONS	8	6	8
COMPREHENSIVE HOMEMAKING	10	12	15
OCCUPATIONAL PREPARATIONS	7	6	2
INDUSTRIAL ARTS EDUCATION	-0-	-0-	-0-
OFFICE OCCUPATIONS	14	25	30
TECHNICAL OCCUPATIONS	8	17	18
TRADES AND INDUSTRY	49	67	75
WORK EXPERIENCE EDUCATION	4	4	4

1975-76 = 819 Participants*

1976-77 = 1652 Participants*

1977-78 = 1962 Participants*

*Students may have selected one, two, or more programs during a particular year.

ALL
PROGRAMS

1st Option Mean Grade 1975-76 = 2.39
2nd Option Mean Grade 1975-76 = 2.39

1st Option Mean Grade 1976-77 = 2.44
2nd Option Mean Grade 1976-77 = 2.50

1st Option Mean Grade 1977-78 = 2.37
2nd Option Mean Grade 1977-78 = 2.41

Summary

From the forgoing discussion of the data contained in the full Evaluation Report of the Consolidated Services Demonstration Project, it appears that the goals of the project were achieved to some extent by the participating schools. There is data to suggest that an improvement in basic skills is achieved by participants in the project. In particular, the pre-post test data provided by Alisal and Santa Cruz strongly suggest significant and practical change in achievement levels over the project period. Certainly the attitude data presented by the Subject Preference Scale and the Student Survey suggest that the project generates favorable attitudes and opinions among the participants toward the components and toward the content of instruction. The data presented by the Interview Schedule and the quantitative analysis of the component activities (i.e., career centers, career awareness activities, and counseling) indicate that the process goals of increased coordination between and among compensatory, career, and vocational education staffs had taken place and that some integration of these activities was operational.

The data presented suggest that the Consolidated Services Demonstration Project was to some extent successful and should be replicated in other settings. A full comprehensive evaluation of the project including comparative, referent data should accompany such replication.

TOTAL STUDENTS BY GRADE LEVEL IN VOCATION EDUCATION INSTRUCTION EDUCATION PROGRAM

SCHOOL	1975-76					1976-77				
	9	10	11	12	UK*	9	10	11	12	UK*
ALISAL	92	3	0	0	0	323	93	3	0	0
EDISON	0	4	39	46	159	0	0	6	85	159
LINCOLN	0	266	215	145	6	0	286	229	224	5
OXNARD	69	22	13	0	143	83	126	22	13	174
SANTA CRUZ	86	14	13	4	2	31	52	7	14	4
SUNNYVALE	25	4	3	1	0	18	21	7	3	0
TOTAL	272	313	283	196	310	454	578	274	339	442

SCHOOL	1977-78				
	9	10	11	12	UK*
ALISAL	414	268	69	2	4
EDISON	0	32	32	84	90
LINCOLN	0	98	149	99	2
OXNARD	301	83	126	35	258
SANTA CRUZ	60	35	36	19	5
SUNNYVALE	30	18	30	16	0
TOTAL	805	534	442	255	359

*Unknown

SEX OF PARTICIPANTS PRESENTED BY SCHOOL
REPORTED IN PERCENTAGES

SCHOOL	<u>MALE</u>		<u>FEMALE</u>		<u>UNKNOWN</u>	
	N=	%	N=	%	N=	%
ALISAL	470	56%	358	43%	10	1%
BELL GARDENS	215	49%	226	51%	0	0
EDISON	213	63%	126	37%	0	0
LINCOLN	620	51%	574	48%	12	1%
OXNARD	438	53%	325	40%	56	7%
SANTA CRUZ	176	60%	111	38%	7	2%
SUNNYVALE	56	60%	38	40%	0	0
TOTAL	2188	54%	1758	44%	85	2%